

THE CEA CRITIC

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Reports on Spring Regional CEA Meetings

Southern California

The spring meeting of the Southern California section of the CEA was held on Saturday, March 25, 1950, in Library Hall of Pasadena City College with Dr. Albert W. Upton of Whittier College presiding. There were in attendance about sixty representatives from the following institutions: California Institute of Technology, California State Polytechnic College, Chaffey College, Chapman College, Glendale College, LaVerne College, Loyola University, Mt. St. Mary's College, Occidental College, Pasadena City College, Pomona College, Riverside College, San Bernardino Valley College, Santa Ana College, University of Redlands, University of Southern California, Ventura Junior College, Whittier College, and Black Foxe.

It was voted to set the fall meeting for November 4, 1950, and the invitation of Whittier College for that meeting was accepted.

Dr. Upton then introduced the speaker of the morning, Dr. Eleazer Lecky of the University of Southern California as one of the most enlightened philosophers of language in our era. Dr. Lecky spoke on "A College Course in Semantics." (To be reported in future CRITIC.)

As the second speaker of the day on "The Problem of the Junior College Transfer," Dr. Francis Christensen, of the University of Southern California, discussed his course in upper division grammar and the problems arising from the facts (1), that the group ranges from those knowing no grammar to Ph.D.'s in the subject, and (2), that students expect a course in grammar to make them polished writers. This latter raises the question of whether there is a connection between grammar and writing. Students, Dr. Christensen finds, expect right or wrong and need to be indoctrinated into studies of usage and to be taught to evaluate critically. He decried the fact that we have no scientific grammars, the nearest being Fries', based, however, on a small sampling.

After Dr. Christensen's talk, the following questions were raised by the president as well as members of the audience:

(1) Who determines what English and how to teach it in the junior college? To what extent are these pressures identified with the university?

(2) How does the junior college transfer fare in classes with those who have had in the lower division the general survey courses in the humanities?

The consensus was as follows:

(1) University influence will continue as long as we have large unselected groups in lower division English.

(2) Junior college transfers do not have much difficulty once they "catch on" to the rapid reading method.

(3) Junior college transfers usually do better than the university student because the transfers are highly selected.

(4) There is always a drop in the grades of the first semester in which they enter—no matter when.

The meeting adjourned at four o'clock.

Dorothy Dixon
Pasadena City College

Middle Atlantic

The Annual Meeting of the College English Association, Middle Atlantic Division, convened at the Officers' Club of the United States Naval Academy on April 15, 1950. Sixty persons were present.

After a few words of welcome by President Charles Lee Lewis, the first speaker, Mr. Jack Allee of George Washington University was introduced. His topic was "Library Orientation for College English." Mr. Allee stressed that the student should be taught to use the library imaginatively. He pointed out that on account of a general lack of system prevalent in foreign libraries, the American student has a tremendous advantage over the foreign student in the assembling of library information.

The second speaker was Mr. Carl Bode of the University of Maryland. The topic of his paper was "Thoreau, the Actor." Mr. Bode opened his discussion with some observations on the great popularity of Thoreau at the present time. Even Gypsy Rose Lee, he remarked, is numbered among Thoreau's readers and admirers. Observing that there is no such

current enthusiasm for Emerson—a more significant literary figure than Thoreau—Mr. Bode commented at some length on the reasons for Thoreau's popularity. Thoreau, he said, had the singular gift of summing up an idea in an action or a deed, the most notable examples being his refusal to pay his poll tax and his going to jail.

In this connection, Mr. Bode compared Thoreau to Ghandi and discussed the influence which the American exerted through his writings upon the late Hindu nationalist leader. Another important reason for the current widespread interest in Thoreau, said Mr. Bode, is that his withdrawal to Walden Pond satisfies a kind of longing that is especially peculiar to our culture. Not only does it satisfy our pioneering instincts, but it appeals strongly to all of us who have felt the frustrations of a highly industrialized society.

The third speaker, Mr. Alan Schneider of the Catholic University, took, as his subject, "Producing a Greek Play for a Modern Audience." Mr. Schneider confined his discussion mainly to his own experience in producing the *Oedipus Rex* of Sophocles. He said that one of his first problems was to break down a feeling of reverence for the Greek drama. He found that a strong feeling existed among those whose acquaintance with Greek drama was literary rather than theatrical that Greek plays ought to be presented in traditional fashion.

Mr. Schneider said that after reading all the books he could find concerning the *Oedipus*, he decided that he wanted his production to be primitive or tribal rather than sophisticated. Consequently, he took the play back in time and tried to give a sense of immediacy by discarding ornate costumes and sets in favor of simple ones. He said that he did not hesitate to cut lines from the text and make numerous other alterations (however shocking) which promised to improve the response of the audience.

After luncheon in the dining room of the Officers' Club, the group was welcomed to the Naval

(Continued on page 3, col. 1)

ELECTION OF OFFICERS

As a result of the mail balloting, the newly elected officers of the C.E.A. are those presented by the Nominating Committee, which consisted of the following: Charles Cooper (Whittier College), Francis Mason (Gettysburg College), and Franklin Norvish (Northeastern University), chairman. Following is the outcome of the balloting.

	Yes	No
President: Robert T. Fitzhugh Brooklyn College	422	2
Vice-Presidents: Joseph Warren Beach Harvard University (visiting)	408	4
Russell Noyes Indiana University	378	9
Directors: Percy Houston Occidental College	401	3
Joseph A. Giddings South Dakota State College	394	6
Thomas F. Marshall Western Maryland College	395	6
Gordon Keith Chalmers Kenyon College	Automatically becomes full-term director	

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THE MOST RESTLESS
PROFESSION

The most restless persons in college are the composition teachers. And the most restless course is the year of freshman composition. The movement, like that of the sea, seems to be constant, regular, ceaseless, and, once in a while, convulsive. The signs, like the driftwood on the shore, are many. In texts there are handbooks of all sizes and shapes, some sliced up like *Flair* or illustrated like a child's book of Sambo and the tiger; most promising to do something none of the others does—some old, some new, and some like an established family producing a revised offspring every generation.

There are workbooks (to mesh

one with a handbook and get them both adopted hits the jackpot), a contribution from the high schools both in need and nature. And there are the collections—of essays, of articles, of stories or pieces of stories, with their desperate titles: *readings for writers, writings for readers, better writing, better reading, democracy and life, life and understanding, understanding and democracy, democratic writings, democratic readers, understanding writers* . . .

Another sign is the worry of the teachers over the course they are teaching. There is no other group of teachers in our colleges and universities who can match the composition teachers in their zeal to decide which eye offends and their readiness to pluck it out. The almost continuous stream of investigations, experiments, tests, workshops, questionnaires, pilot courses, articles, confessions, resolutions, and meetings suggests that the unrest in composition teachers lies deep within them and is related to cosmic forces like the pull of the moon or the sun's making of heat.

And meetings. The latest of these was the spring meeting of the Conference on College Composition and Communication, which took place in Chicago on March 24 and 25. The Conference is, in effect, an attempt to control the restlessness. If all the movement will surge and resurge only within the boundaries of the Conference, perhaps the movement can be put to use, perhaps, even, on some day that no one yet expects, the movement will cease and the course and teachers come to rest, for a while.

* * *

The meeting had three parts: general sessions, workshops, and group meetings for those who didn't attend the workshops. Two of the three general sessions were addressed by outside celebrities: Rudolph Flesch spoke on facing the facts about writing, and Kenneth Burke spoke on old and new rhetoric. In the question period following Mr. Flesch's talk, which recommended training in practical writing, the old unease of the composition teacher came out. It wasn't questions so much that were addressed to Mr. Flesch but statements, generally of two kinds, to wit: that composition teachers are teaching practical writing, and that they are not, thank God.

In the third general session, five teachers, each from a different kind of school, spoke on the topic, " . . . Diversity in Our Institutions: A Look at Our Uncommon Problems." The problems they brought out, however, are neither uncommon nor peculiar to the uni-

versity instead of the junior college, to the teachers college instead of the liberal arts college—maintaining a competent staff for freshman composition, teaching students of various abilities and preparations to conform to the standards of good English without over-emphasizing them, teaching all the necessary understanding of language without making every class an English class, teaching composition with teaching the essentials of grammar, segregating the pre-professional students. These are with us always and whatever the school.

The workshops were the heart of the meeting. Of thirteen and one-half hours programmed for the meeting, nine were assigned to

CEA
ANNUAL MEETING

WEDNESDAY,
DECEMBER 27, 1950

New York City
6:00-9:00 p.m.

the workshops. There were fourteen of them—three each on composition and communication (function, organization, administration), reading, engineers, and high school-college. A few of the workshops had several sections. In some the leader and members saw eye to eye and had a good time making up tests or arguing the amount of time to be given to semantics. In others the leader and some of the members clashed and the workshop divided into the yea-sayers supporting the leader and the nay-sayers contradicting him.

In several workshops of the second kind the split was over communication versus composition. The argument, started by the composition teachers, was in brief, this: "What are you doing in communication that we aren't doing in composition?" If the composition teacher decided that the answer meant "nothing", he went on to say or imply that communication was educationese for what had been going on respectably enough for half a century.

If the answer showed a difference, the difference usually lay in more attention to speaking and listening, which aroused in the composition teacher either scorn for dressing up familiar by-products, or incredulity at getting all four skills accomplished even in a four-hour or five-hour course, or wonder whether he shouldn't go and do likewise.

Some of the composition teachers clearly did not intend to

change their minds no matter what they found out from the communication teachers, and they were abetted by the apostates, those who had taught or were still teaching a communication course but hated it. Others were open minded and went away unconverted, partly converted, or in doubt.

The communication teachers responded to the composition teachers, falling roughly into one of two lots—the dogmatists and the mild believers; but the dogmatists here had several advantages over the composition dogmatists: theirs was the new religion, their jargon the new jargon, and both religion and jargon seemingly were parts of a greater new religion and a more luxuriant jargon—general education.

One teacher of traditional composition who tried to open his mind to the enthusiasm of the communication teachers was forever lost when an enthusiast, defending the proposition that training in the communication skills should be directed to the student's needs not only in college but also in life outside of college, offered, as an example, telephone conversation.

But the clash of composition with communication is only one side of the old, old trouble, though it has become, at least in the Middle West, sensational. The Conference on College Composition and Communication will not likely end the unrest, but in channelling it and letting it out twice a year the Conference may be doing us all a good turn. The danger, however, is that it will keep us stirred up when what we need most is not more articles, workshops, meetings, and organizations but quiet.

E. M. Lockard
Chicago City Junior College
(Wilson Branch)

The CEA Bureau of Appointments has recently sent to heads of English departments in all colleges and universities listed in the F.S.A. Education Directory: Higher Education a letter inviting information as to current vacancies

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Spring Regional C E A Meetings (continued)

Middle Atlantic . . .

(Continued from page 1, col. 4)
Academy by the Head of the Department of English, History, and Government, who called attention to the emphasis placed by the Academy upon the teaching of the humanities.

The luncheon speaker, Mr. Louis B. Wright, Director of the Folger Shakespeare Library, prefaced his address with the remark that his topic, "The Vitality of Shakespeare," was especially appropriate for one who presides over the world's greatest Shakespearean library. He then proceeded to emphasize the great diversity of the Folger. Its province extends far beyond Shakespeare and includes the entire world of Renaissance thought. Shakespeare, he pointed out, is only a part—although an exceedingly important and vital part—of this larger unity.

Interspersing his remarks with numerous amusing anecdotes, Mr. Wright concentrated on two main points: first, the cause of the tremendous vitality of Shakespeare's works, and second, the extraordinary idolatry of the man and his works as a consequence of this vitality.

In answering the question "Why have Shakespeare's works been so vital to mankind?" Mr. Wright pointed out that Shakespeare not only had something to say but said it clearly. Never an obscurantist, he wrote for the generality of mankind. Moreover, he was never trivial, but concerned himself with universal themes.

In regard to the veneration of

Shakespeare, Mr. Wright remarked that it began early and spread everywhere. But the greatest idolizers of the dramatist, the speaker said, have been Americans. Indicative of this fact is the extent to which he has long been quoted in every obscure hamlet and out-of-the-way section of the United States. Commenting on Shakespeare worship during the pioneering days of our country, the speaker remarked that in frontier towns reading Shakespeare was a duty second only to that of reading the Bible.

Mr. Wright also stressed the fact that innumerable books have been written about Shakespeare, no matter how slight the basis for their existence. He pointed out further that even the countless books of the anti-idolaters, like the Baconians, attest to the amazing vitality of Shakespeare's works.

The following list of officers for next year was unanimously approved:

President: N. Bryllion Fagin, Johns Hopkins University.

Vice-President: Carl Bode, University of Maryland.

Secretary-Treasurer: Joseph W. Hendren, Western Maryland College.

Executive Committee: Thomas F. Marshall, Western Maryland College; Charles Lee Lewis, U. S. Naval Academy; Charlotte Crawford, Howard University; Francis E. Litz, Catholic University.

After a rising vote of thanks to the Naval Academy for its generous hospitality, the meeting was adjourned at 3:15 p.m.

William H. Gravelly, Jr.
University of Maryland
Secretary-Treasurer

Penn. CEA

Penn. CEA President Bruce Dearing (Swarthmore) reports a regional advisory council in formation. Dean Arnold (Penn. Military College) and Stephen Whicher (Swarthmore) have already agreed to serve. He tells us that work is under way for expanding the Penn. CEA; and he adds, "We can go all out in the Fall when our energies and enthusiasms are at the flood." He himself will be teaching half time next year since he has been granted one of the new Faculty Fellowships offered by the American Council of Learned Societies. The Council has set up these fellowships to enable teachers to take time off without loss of pay to pursue some interest which they have developed after they have embarked upon a field of specialization.

Pennsylvania

About sixty delegates, representing twenty-six institutions, attended the annual spring meeting of the Eastern Pennsylvania Group of CEA at Lafayette College, Easton, Pa., on April 22.

The morning session was given to consideration of the trends and teaching problems in the composition program. Glenn Christensen (Lehigh) spoke on "Metamorphosis and Pseudometamorphosis in Composition Courses."

At the luncheon meeting, Maxwell H. Goldberg, executive secretary of CEA, emphasized the questionable results of specialization in the teaching of English in his talk, "The Two Kilkenny Cats."

As the feature of the afternoon session, Morse Peckham (University of Pennsylvania) read his paper entitled "Can We Hope for a New Theory of Romanticism?"

During a business meeting which followed, the Group elected as officers for the coming year: Bruce Dearing (Swarthmore), president; Kenneth Longsdorf (Franklin and Marshall), vice-president; and Belle Matheson (Beaver), secretary-treasurer. Francis Mason (Gettysburg), retiring president, presided at the business meeting.

Dean Arnold
Penn. Military College

The Eastern Penn. CEA deserves special congratulations on its Lafayette conference. The weather was fine (surely, a tribute to the foresight and efficiency of the conference committee!). The turn-out set a record for this regional CEA group. The papers were superior, and they were warmly received. One of them, in fact, actually got an ovation; and it certainly deserved that response. There was lively discussion and a pleasant luncheon. There was just the right blend of the serious and the playful to leave one entertained, informed, and stimulated.

To those who attended, the spirit of the Lafayette conference will be a joy forever. So enthusiastic were the newly elected officers that, immediately after the last session, they got together with the national Secretary to work out ways in which the national office might more closely cooperate in the regional efforts, and to lay plans for the next meeting. In spite of his own self-depreciation, the outgoing president, Francis Mason, of Gettysburg College, should have derived great satisfaction from the results of his unobtrusive but persistent and constructive leadership.

As official host, Prof. William Watt played a crucial role in set-

ting and helping to maintain the tone and mood. He did so with ease and felicitousness. Both of these qualities are suggested in the following statement with which he introduced the first session:

A Short Guide To Decomposition

Once upon a time there were only two schools of Composition. One taught Unity, Coherence, and Emphasis; the other swore by Clarity, Force, and Charm. There was no god but Wooley—unless it was Barrett Wendell. Now, less than half a century after the heyday of the Daily Theme, Composition, like Stephen Leacock's gifted horseman, is riding off simultaneously in all directions.

In some colleges time-honored Freshman English still preserves its dignity and independence as the foundation stone of the entire curriculum. In some it has been absorbed into a plan under which the composition teacher is a humble attendant in the filling stations of his colleagues—cleaning the windshields through which students dimly discern the highway through History and Economics, Home-nursing and Flower Arrangement. In other institutions—unearthly paradises with utopian admissions committees—it has been disdainfully relegated to the scrapheap.

Reading is taught from obese folios in which reader, rhetoric, and handbook are all rolled together in a single JUMBO BARGAIN—complete with questions and answers, headnotes and footnotes, exercises for the student and gratuitous guides for the teacher who does not choose to exercise him-

(Continued on page 4, col. 1)

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Reports on Spring

Pennsylvania . . .

(Continued from page 3, col. 4)

self. Reading is also taught from a variegated assortment of Penguins and Pelicans, Signets and Mentors — featherweight paper-bounds unhampered by editorial machinery.

Writing is taught from bulging rhetorics in which the ambitious professor contrives to undangle the participle for a whole chapter and devotes a hundred pages to a warning against wordiness. Writing is also taught from wafer-thin handbooks in which the lifeblood of the master grammarian is distilled into a mere penal code for theme correction. Some instructors teach a solemn, synthetic formal grammar in which all that is not black is white; others recommend a bright, jazzy informal prose in which the blacks and whites all merge into the confused grey mist of divided usage. Some encourage fancy writing in which a student is expected to make lavish use of his training in the difference between metonymy and synecdoche. Others prescribe plain talk, where all is Clarity, Clarity, and Clarity, and there is no rhetorical Flesch on the bare bones of syntax. For some all writing is still divided and evermore shall be into four parts: Exposition, Argumentation, Narration, and Description; for others there are only two kinds of writing: Good writing and Bad writing.

We have integrated programs in which Speech, Semantics, Psychology, Sociology, Anthropology, and Citizenship are baked in a giant pudding called Interpersonal Com-

munication—flavored lightly with Elementary Literacy. And we have disintegrated programs in which Composition is atomized into Engineering English, Business English, Agricultural English, Pharmacy English, Forestry English, and English for tenth grade teachers.

We have the ivory tower creative writing course, which teaches the all-important distinction between a rondeau and a rondel; and we have the market-place course, which teaches the difference between the Ladies' Home Journal and the Woman's Home Companion.

Finally, we have the Catharsis School of Composition, the extreme advocates of which argue that the quality of the student's achievement is of no real importance as long as he experiences the creative thrill—to mix the metaphor—of getting it off his chest.

The first speaker on today's program, Professor Glenn Christensen of Lehigh University, will bravely attempt to light a pathway through our confusion.

William W. Watt,
Lafayette College

At the Yale conference, Prof. Frederick Pottle gave an informal report on the Yale project of editing the Boswell papers. Among other things, he told the NECEA members that he was in need of some one to assume responsibility for important aspects of the work. Among the qualifications of the individual were: (1) he must be a mature scholar; (2) he must be an office executive; (3) he must have skill in the critical preparation and scrutiny of textual copy. The salary would be \$2500 a year.

Thomas W. Copeland (Chicago) and Milton S. Smith (Hillyer and Trinity) are collaborating on a vast account of the letters of Edmund Burke, a project of ten years or more of combined work. They spent last summer in England cataloguing the great pile of manuscripts that had been gathering dust for a century or more.

Note from the Ph.D. Committee

It may be worth reporting to the committee on the revision of the doctorate that beginning next fall here at Indiana we are requiring our graduate students to take a seminar in the methods of teaching English Composition, and that we are also requiring our younger faculty teaching Fresh-

NY State CEA Impressions WORDSWORTH AT CORNELL

St. George's Day, 1950,
(Lines for T.V.S.)

*What knows the scientist of Earth
As she talks to herself in her
sleep?*

*Does mountain speak with moun-
tain*

As deep calls unto deep?

*Dear Friend, recall our Tully Vale
As for Ithaca we made;*

*"How like the Reaper's 'vale pro-
found,'*

"That Wordsworth sung," you said.

*How far goes England underseas
(I thought); her beauty spills
Wordsworthian benediction o'er
Our Onondaga hills.*

*Ullswater to Cayuga calls
On this centennial day;
Their mutual daffodils proclaim
His immortality.*

*I shall forget the learned talk,
The exhibit too, I fear,
But not forget, O Wordsworth's
kin,*

'Twas you that brought me here,

*By way of Tully Valley—
And there with us along
Two women Wordsworth would
have found
Commemorative in song.*

A. E. Johnson
Syracuse University

Cornell "did us proper," and I felt very grateful both to her and the C.E.A. My colleague was T. V. Smith. As Havelock Ellis said somewhere: "So many lovely things happen to me."

A. E. Johnson

Officers elected at the spring meeting of the NYCEA are: President, Katherine Koller; University of Rochester; Vice President, Ralph E. Tiejie, Champlain College.

They are engaged by the Columbia University Press to carry out this project, with the American Index Society supervising.

New England

Close to two hundred members and friends of the New England College English Association, from sixty institutions, attended the spring conference at Yale. Expectations of an exceptionally successful meeting were more than realized.

In his words of greeting, William Clyde De Vane, dean of Yale College and past president of the CEA, stressed his delight at the progress made by the national organization since his first associations with it. He proudly asserted: "I was there at the beginning; and no one can deny that." Echoing Carlyle, he exclaimed that he, too, had thrust his sword into the effervescence. He assured his listeners that though, of late years, he had not maintained so close a relationship with the organization as formerly, he still was loyal to it, and continued to be with its active workers in spirit.

The College English Association, Dean De Vane observed, "is no longer an infant society. It has reached maturity. It has achieved form. It is functioning smoothly. It is working easily with our older organizations." In conclusion, he said: "I congratulate the College English Association upon its steady and strong progress."

In his words of greeting from the Modern Language Association, William R. Parker said that, as MLA Secretary, he approved most heartily of the present conference

(Continued on page 5, col. 1)

ANNOUNCING-

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Regional Meetings (continued)

New England...

(Continued from page 4, col. 4) and other such meetings. He explained that, as the MLA national conference grew larger, more cumbersome, and more difficultly managed, regional meetings became more strongly needed and more significant.

"The MLA Secretary," continued Prof. Parker, "approves of CEA in particular. I am glad that CEA emphasizes one thing, teaching while MLA stresses another, research. It is sheer folly to argue about which is the more important, teaching or research. Both are important and mutually interdependent."

The speaker announced that the Executive Council of the MLA had unanimously voted to amend the MLA Constitution to include the words "criticism" and "study" in its statement of purpose. He predicted that, in the future, MLA would increase its usefulness as an agency of professional cooperation and coordination, and he expressed the hope that it would lend its scholarly prestige to help solve the urgent problems in our swift-moving world.

Responding on behalf of the national CEA, Max Goldberg spoke of his gratification at Dean De Vane's enthusiastic remarks and at Secretary Parker's commendation of the role that CEA is playing. He said he was confident that, even while each organization recognized and respected the distinctive purposes of the other, there would be increasingly frequent opportunities for cooperation between CEA and MLA.

Secretary Goldberg thanked NE CEA President Morse Allen and his fellow officers for their regional leadership.

The national CEA Secretary reported a series of effective spring regional CEA meetings. He was glad to inform the membership that, all along the line, there was stirring CEA growth and increased CEA momentum.

Prof. Allen thanked the hosts, on behalf of the NECEA, for the generous hospitality they were extending; and, in particular, he thanked Norman Pearson, Program chairman, for his indefatigable efforts in connection with the conference; Frederick Hillis, chairman of the Yale English Department, for his cooperation; and other members of the Yale English department who were making contributions to the conference discussions and in other ways.

Norman Pearson was unanimously elected to the vacant regional vice-presidency, his co-vice-president being Alan McGee, of Mount Holyoke. An invitation from Dr. Abram Leon Sachar, president of Brandeis University, who invited the NECEA to hold its fall meeting at his institution, was accepted, with thanks.

The rest of the program proceeded as announced in the April issue of THE CEA CRITIC. The papers and discussions will be covered in later CRITICS.

Indiana

The Fifteenth Annual Conference of the Indiana College English Association was held at Indiana University, Bloomington, Friday and Saturday, May 12 and 13. The attendance at the afternoon and morning sessions averaged about 100, at the dinner meeting on Friday evening about 135. The major themes of the afternoon papers were as follows:

Professor Cary B. Graham of Butler University, in "Standards of Value in 'The Merchant of Venice,'" examined the four stories in the play and concluded: "By reflecting the known Renaissance interest in such topics as the proper value of material wealth, the comparative worth of love and friendship, and the problem of judging reality by appearance, they help to indicate the significance of the play in its own time. Also, the extent, the variety, and the complex relationships of the values provide at least a partial explanation for conflicting interpretation of the play."

Professor John Robert Moore of Indiana University, in "Milton among the Augustans: the Infernal

Council," showed how, during the reigns of William III, Anne, and George I, the Infernal Council in Book II of "Paradise Lost" was used as a model for satiric accounts of conspiracies of political enemies or of rebels from the writer's own party, and gave rise to a scheme of political satire in verse or prose—especially influential upon Defoe in his presentations of debates of rebels or conspirators in his prose writings.

Professor Leland W. Miles of Hanover College, in "Recluse and Sage: Personal and Literary Relations between Hawthorne and Alcott," concluded: "The accumulated evidence shows that although Hawthorne was irritated at Alcott's intrusiveness and extroversion and amused and annoyed with his vague philosophical expression, he nevertheless regarded Alcott as a personal and family friend and admired him as sincere, warm-hearted and noble, even if impractical. Alcott's literary influence on Hawthorne seems to reside chiefly in the fact that the Sage's mystical version of transcendentalism apparently serves as inspiration and model for satirical descriptions of Emersonian philosophy as foggy and less tangible than moonshine."

Professor Vila Deubach of Anderson College, in "The Social Conscience in the Short Story of American Magazines," 1890-1930, using thirty-six magazines and 710 stories for background materials, concluded: "The prime achievement of these authors lies in their revelation of social truths to the masses by an imaginative method which conditioned the public to accept the lesson promulgated . . . Though average in literary quality and inheriting the weaknesses common to propagandistic fiction, these stories were timely and fearless in uncovering contemporary abuses, in encouraging experimental work in the sociological and psychological story, and in furnishing American literature with a wealth of sociological subject matter representing the changing America of these four decades."

The dinner meeting on Friday evening was addressed by Gordon Keith Chalmers, President of Kenyon College and President of the College English Association. The address, on the subject, "The Priceless Ingredient," dealt with the imagination, and contrasted the virtues of the trained imagination with the defects of the untrained imagination. Trained, it has a relationship to science, to critical judgment, and to value; it is not for escape. An important task of

our colleges is the training of the imagination, a quality of inward action which should lead to outward action. The Platonic ideal of speculation must be complemented by the Aristotelian ideal of action.

On Saturday morning, Messrs. Gayle C. Wilson and W. Donald Brumbaugh, of the Indiana University Audio-Visual Center, explained and demonstrated audio-visual aids and materials usable in English classes: the opaque projector, slides, film-strips, motion pictures, and the like.

Following this, there was an hour's discussion of the problem of teaching reading. Dr. Margaret Lindsey, Coordinator of Professional Education at Indiana State Teachers College, urged that college teachers must not dodge the teaching of reading by saying that earlier teachers should have taught it. Inability to read is due often to an emotional block and is affected by the student's purpose. Sincere and painstaking effort on the part of college teachers is needed if there is to be any improvement in the mechanical reading ability of many "underdeveloped" readers.

Professor Allen B. Kellogg, in "The Problem of Teaching Reading as the English Teacher Sees It," suggested improvements through attention to organization—paying attention to the table of contents (or other mechanical devices used by the author), to reading rapidly, to reading carefully, and to rereading. The art of reading depends on intelligence and experience. (Continued on page 6, col. 1)

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Indiana . . .

(Continued from page 5, col. 4)
 perience, and the teacher should make the most of experience and at the same time should arouse interest in words: origins, connotations, the dependence of meaning on context.

At the business meeting, reports were made by the Resolutions Committee (Erwin C. Shoemaker, Ball State, chairman; Francis Moran, Notre Dame; John C. Bloxsome, Rose Polytechnic Institute) and by the Nominating Committee (Russell Noyes, Indiana University, chairman; Mary Reid McBeth, Indiana State Teachers College; Andrew T. Smithberger, Notre Dame; and Neil C. Hutsinpillar, Wabash).

Officers elected for the ensuing year are: President, Raymond W. Pence, DePauw University; Vice-President, William A. Sutton, Ball State Teachers College; Secretary-Treasurer, Leland S. Miles, Hanover College. The 1951 meeting will be held at Anderson College, Anderson.

Neil C. Hutsinpillar
 Wabash College

Indiana CEA Briefs

All in all, a most interesting, enlightening, and stimulating conference, different in some respects (notably Saturday morning) from the past. About 100 at the two sessions, (100 at each); 130 at dinner.

We greatly enjoyed President Chalmers. He gave an excellent paper, which will be published in *Measure*. He came to us under unexpected difficulties: the rail strike cancelled all trains west of Columbus; fortunately, he got plane

reservations to Indianapolis; Paul Cundiff, head of the English department at Butler University, met him and took him to Bloomington by car; and Dr. Louise Rorabacher of our department was returning to Indianapolis that evening after the dinner, and so saw that he reached there safely.

W. Edson Richmond of Indiana University was a wonderful local chairman, and all arrangements were well nigh perfect.

The Indiana College English Association has the highest membership in its history. The new officers next year are: president, Raymond W. Pence, DePauw University, Greencastle; vice-president, William A. Sutton, Ball State Teachers College, Muncie; secretary-treasurer, Leland S. Miles, Hanover College, Hanover. The 1951 meeting will be at Anderson College, Anderson, some time in early May, 1951.

George S. Wykoff
 Purdue University

We had a most successful regional conference. The program was varied and sufficiently controversial to provoke lively discussion. President Chalmers' address was intensely interesting and challenging. We turned on our best brand of mild sunshiny May weather and a profusion of Dogwood and Redbud bloom on our wooded campus. Approximately 140 members attended from all corners of the State.

Russell Noyes
 Indiana University

"A splendid meeting at Bloomington."

Gordon Keith Chalmers

Midwestern
English Conference

Paul Fatout, Purdue, reports that some 150 high school and college teachers of Indiana, Illinois, Ohio, and Michigan gathered at Franklin College on March 17 and 18 for the second annual meeting of the Midwestern English Conference. Its purpose, as defined by Miss La Tourette Stockwell, was "to strengthen the line of communication between high school and college."

"Integrating High School and College English—the Michigan Plan," was in charge of Prof. A. K. Stevens, University of Michigan, who defended the Michigan plan as explained in its bulletin, *Preparation for College English*. He deprecated college over-emphasis on creative writing, and asked: What about the 85% of high school students who do not go to college? He said that Michigan

high schools and the university were agreed that the English requirement for college admission should be 500 words of acceptable prose.

"The Literature that We Teach in High School and College," in charge of Prof. R. W. Pence, of DePauw University, asked: What kind of elementary courses are given now? and What do the colleges think that high schools are doing well or badly? The group in general "favored solid reading of standard literature rather than weak-kneed descent to tripe, and appeared to favor stimulating student interest by any means—even if, as Dr. Pence observed, it leads to showing off and apple polishing. This discussion was animated by a good deal of frank opinion and not a little verbal slugging."

The dinner meeting Friday was addressed by Dr. Kenneth Neill Cameron, of Indiana University, on "Recent Trends in Literary Scholarship: a Controversy." "Using as a point of departure Rene Wellek's and Austin Warren's *Theory of Literature*, he outlined the evolution of, and deplored, the new criticism, and in a scholarly fashion trounced Norman Foerster, Cleanth Brooks, and Allen Tate."

At the Saturday luncheon Dean Edgar C. Cumings, of DePauw University, spoke forcefully on "The Degree of Literacy Among High School and College Students." He lamented the low level of American literacy, stressed the need of intellectual curiosity, urged a return to old-fashioned grammar and spelling (Applause), took a hearty swipe at omniscient educationists (Cf. Robert Lynde, *March Atlantic*. Appreciative laughter), and insisted that good English should be important not merely in English courses but everywhere else. The problem that threw him, he said, was how to make people want better stuff than they get in magazines, radio, and movies.

Among the speakers were: Dr. Ellen Frogner, University of Minnesota; Kenneth D. Norburg, University of Chicago. Dr. Jacobs, of Franklin College, was in charge of hospitality.

Jarvis Thurston, assistant professor of English, University of Louisville (Ky.), will assume new duties, July 1, as assistant professor of English, Washington University (Saint Louis). The following have been appointed to instructorships in English: Guy Davenport, Robert Kaske, Dean Mace, and Robert Nash.

Mississippi State College

The Thirteenth Anniversary Southern Literary Festival was held at Mississippi State College, April 21. Dr. Charles D. Johnson, Baylor University, and founder of the Southern Literary Festival, responded to the address of welcome by President Fred T. Mitchell, of Mississippi State College. Donald Davidson, Vanderbilt, spoke on "Why the Modern South Has a Great Literature." Harry Harrison Kroll, talked on "Studying the Markets;" and Ernest F. Leisy, Southern Methodist University, discussed "Pitfalls and Windfalls in Writing Fiction." David L. Cohn presented the evening address, "Our Finest Hour."

Officers of the Association at the time of the Festival were: President, N. F. Hamlin, Mississippi State College; Vice-President, Charles D. Johnson, Baylor University; Secretary, Frieda Johnson, George Peabody College; Treasurer, Milton C. White, Millsaps College.

At the seventy-fifth Anniversary Commencement of Cushing Academy, Frank Prentice Rand, University of Massachusetts and past national C.E.A. director, was presented a seventy-fifth Anniversary Scroll in recognition of outstanding service to the Academy. Prof. Rand, who is Acting Dean of the School of Liberal Arts at the University of Massachusetts, has long served as trustee of Cushing Academy.

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The Complete Reader

Review of John Holmes and Carrol S. Towle, eds., *The Complete College Reader*, Boston Houghton Mifflin Company, 1950.

The Complete College Reader is an omnibus anthology complete with built-in novel, central book of non-fiction, three roomy dramas, and full-length poem, landscaped with orderly plantings of prose selections, short stories and poems. It has... everything! It is shrewdly constructed and artfully decorated. It invites the mind to move right in—and read.

There is Hiroshima and some "Mr. Roberts," "The Barge She Sat In" and Dorothy Canfield's "Sex Education," An Enemy of the People and Commager's "Who Is Loyal to America?" For excitement, Pepys' "The Great Fire of London" and Dana's "A South-Easter"; for discernment, Larabee's "What Are Facts?" and Thouless' "Emotional Meanings"; for personal impact, Rolfe Humphries' "The Good Swimmer" and Max Goldberg's "A Writer, God Forbid!"

But the completeness is not in its bulk merely (well over the thousand full pages), nor yet in its exemplification of the various sorts, but also in its selection of items for related reading: the detailed Bloom study of "Willa Cather's Novels of the Frontier"—as well as her novel *My Antonia*, proudly anthologized for the first time, the Krutch review of Win-

terset—as well as the drama; A. MacLeish's prose "Self-Portrait"—as well as poems; Robert Frost's prose "The Figure of Poem Makers"—as well as a goodly group; Erskine's essay on "Humor"—as well as a dash of Benchley and a salting of humorous verse. Such intraconnections effect an organic completeness in this body of readings.

To make the collegian a complete reader—there's conscious play of meaning in the title of *The Complete College Reader*—to help the student toward the achievement of a mature mind! To tease him along in his reading with the "constant succession of tiny surprises," with the selection of readings that touch his present universe of human interests and then push outward the narrow boundaries of his thoughts and experiences—such is the conscious purpose of these anthologists. And indeed John Holmes and Carroll S. Towle (in consultation with William Hildreth, Marston Balch, and others) have revealed themselves as human beings in their work as compilers and editors. Their personalities as artists and teachers show through in the wise choices they have made from *The Huge Library of the World*, in the ordering and arrangement of their materials, in the style and substance of their various introductions to major parts and minor sections of the volume.

It will be a deliberately poor instructor who can't somehow teach a good course of one kind or another with this *College Reader* in hand and a score or two lower classmen under foot. In sooth, there is material here for the course in *rapid reading* (but without instructions on scanning) or for the course in *close reading* (though without techniques and exercises); for concentration upon a few *good books* (if not the so-called Great Books) or for consideration of the *major types* (yet necessarily with sketchy introduction to them); for *stimulating writing* (but no theme topics, thank you) or for evoking *class discussion* (omitting lists of leading questions, take note; for meeting the *great minds* (for a few good moments at least or for touching current problems (however informally suggested). *The Complete . . . Reader . . . has . . . everything* (within self-imposed limits parenthesized above). No anthology, however omnibus, really hopes or pretends to have

Stage Career For An Ancient Skull

There is no end to the ironies in *Hamlet*. What the poet did not put there, the vicissitudes of time and place often supply.

The play was recently assayed in Buffalo at Canisius College with creditable results from a cast and production staff of earnest, Shakespearean zealots. For the graveyard scene, "properties by Forest Lawn cemetery" were acknowledged in the program, and, personifying Yorick, who speaks most by being speechless, a skull—someone's skull—"furnished by the college department of biology."

"Lord, we know what we are, but know not what we may be," said Ophelia. And to rephrase Hamlet, this fellow might be in his time so poor that he sold his corpse to prolong a little life, or might be a mad house inmate, or a pitiful prison penitent.

If so, might not we see in each reading of the play and in each enactment of it on the stage a symbol of justice making amends in a reversal of Hamlet's consideration of those base uses to which we may return—in this case not the noble dust of Alexander stopping a bung-hole, but the humble, ill-used dust of beggar, prodigal, or lunatic having its brief glory on the stage in the hands of perhaps the greatest character in literature, provoking some of literature's profoundest thoughts?

Not every scone is knocked about with dirty shovel. Some few, like Yorick's, skulls perhaps of those who jested most, remain to gibe at values and to pose deeper riddles than those of the graveyard clowns.

Marius Risley
University of Buffalo

W. H. Auden and Denis Johnston will hold Florence Purington Visiting Professorships in Mount Holyoke College (South Hadley, Mass.) during the 1950-51 academic year. Mr. Auden, poet and critic, will give a course, "Studies in Poetry"; Mr. Johnston, formerly director of the Abbey Theatre in Dublin, will serve as director of dramatics.

everything—but what's the teacher for? and the student! and the college library!

So the users of this *Complete College Reader* will pick and choose from among its riches whatsoever they wish, and will build their own courses to achieve their own purposes with such students as God and Government and Mrs. Grundy may provide.

Charles W. Cooper
Whittier College

Humanistic Education

Speaking in celebration of the Columbia College Colloquium on Important Books and in tribute to John Erskine, its founder, thirty years ago, Alan W. Brown, former teacher of the course and now president of Hobart and William Smith Colleges, asserted that a humanistic education was a "firm imperative" in "the struggle to preserve human dignity and freedom."

Courses such as the Colloquium, in which mature students discuss freely with two professors of different background histories, novels, plays and poetry, President Brown said, enable man to develop for himself criteria of social and political judgment that have met the challenge of free competition with great minds and great ideas.

There could be no better education "for living or adjustment to the technological age," he added.

Dr. Brown insisted that the humanists must never scorn the methods and achievements of science or the developing techniques of the social studies.

The speaker praised Prof. Erskine for his "vision" in formulating the Colloquium in 1919-20, when, he said, "the specialists were turning out more and more men who knew more and more about less and less."

Other speakers included Mortimer Adler, Mark Van Doren and toastmaster Irwin Edman.

Thanks of a harried CRITIC editor to Jane Moriarty (gr. Wisconsin) for timely assistance with this issue. Happening by, she offered to help, and her offer was desperately snatched up.

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CEA and ISS

Your Secretary has accepted an invitation to serve, this summer, as research consultant and lecturer associated with the General Secretariat of the International Student Service, Geneva, Switzerland. He will participate in European conferences sponsored by the ISS—among them the European Regional Conference, at Rotterdam, July 6-19. At this conference, he is to speak of the role of the American university in educating for social responsibility and leadership. In connection with his summer ISS project, he will visit universities in several European countries. He hopes to attend the International Conference of Professors of English to be held at Magdalen College, Cambridge, August 25-30.

Provisions have been made for handling, in the Amherst office, routine C.E.A. matters that may come up during the Secretary's absence. Urgent communications may be addressed to him, in care of the International Student Service 13 Rue Calvin, Geneva (Cable: Interstud, Geneva).

Fulbright

Application Forms and Programs for 1951-52 Will Be Available in Late Summer

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Keats-Shelley Association

The Keats-Shelley Association of America, organized about a year ago as successor to the Keats-Shelley Memorial Association (American Committee), has issued an April, 1950, *Report. A Bulletin* representing the combined interests of this Association and the corresponding British Committee "will become a reality in the near future," under the leadership of Mrs. Dorothy Hewlett Kilgour. Enquiries and other correspondence may be addressed to Mrs. Sidney L. Wright, Endsmeat Farm, Wyncote, Pa.

Western Folklore Conference

The tenth annual Western Folklore Conference, will be held, July 13-15, at the University of Denver, Levette J. Davidson, of the University of Denver is chairman of the Conference. Among those connected with the Conference are:

Local Sponsors

Levette J. Davidson, Professor of English; Colbert E. Cushing, Director of Summer Quarter; Arthur L. Campa, Professor of Modern Languages, all at the University of Denver; Frederic H. Douglas, Curator of Native Arts, Denver Art Museum; Caroline Bancroft, Colorado Author and Historian; LeRoy R. Hafen, Colorado State Historian; Ruth Underhill, Professor of Anthropology, University of Denver; Lucile Wilkin, Music Adviser to the Denver Public Library.

Visiting Participants

Harold W. Bentley, the Utah Humanities Research Foundation, University of Utah; Mody C. Boatright, Texas Folklore Society and the University of Texas; Ben A. Botkin, Editor of *Treasury of American Folklore*, etc.; Margaret M. Bryant, Department of English, Brooklyn College; Ruth Hudson, Department of English, University of Wyoming; Raven I. McDavid, the Linguistic Atlas of the United States and the University of Illinois; Paula Mechau and Children, Redstone, Colorado; Louise Pound, Professor Emeritus, University of Nebraska; Marjorie M. Kimmerle, Department of Eng-

lish, University of Colorado; Ruben Cobos, Department of Spanish, University of New Mexico; Allan F. Hubbell, Department of English, Columbia University; Jenny Wells (Mrs. Craig Vincent), Denver, Colorado.

For additional information, write to the Conference Chairman.

University of New Mexico

It was announced by Prof. J. L. Riebsomer, director of the Summer Session of the University of New Mexico, that Subert Turbyfill, author and lecturer from the Panama Canal, will be the featured speaker at a mid-term night assembly the week before the Independence Day Holiday on July 4.

The address will be the first of a regularly-scheduled tour of colleges and universities in the Great Southwest which is being presented during the summer by Mr. Turbyfill, who will appear the following night at the Arizona State College in Flagstaff.

After his lecture appearance at Albuquerque, Mr. Turbyfill will continue to the West Coast and California. His lecture tour for the summer will end with an appearance at the New Mexico State College in Silver City, on the way back to New York City and then to the Panama Canal.

Resolution of Literary Conflicts

The teaching of composition, I am convinced, is at once more accurate, comprehensive and systematized than would otherwise be the case, because of the teachers' guides to students' workbooks which accompany many of the textbooks in composition. For the guides supply teachers with thoughtful answers, systematically composed in the calm of study, to the multitude of minute questions which lurk in English sentences, for which the teachers might not, in the excitement of teaching, construct as adequate answers as those supplied to them.

But the very definiteness of the answers supplied to the teachers challenges them, and the relief from responsibility provides them with the time, to formulate emendations to the textbooks and workbooks, to correct the errors in them and to work out detailed applications of them to the work of their students. Hence the guides make their teaching more sincere and original, as well as more accurate, comprehensive, and systematized, than would otherwise be the case.

The inadequacy of the teaching of literature, I am convinced, is not due primarily to the incapacity of the marginal teachers of it, but to the lack, in this field, of teachers' guides and students' workbooks. They are lacking because the best teachers have not prepared them, because they have not formulated the empirical, comprehensive, systematized truth about literature. They often have specialized convictions carried out exclusively to absurdity—witness the articles in *THE CRITIC*. We need more cooperation at the level of the empirical study of literature, in which the various theories can be seen to inhere and be adjusted in comprehensive systems. Such cooperation can be supplied by the construction, by large groups of teachers, of teachers' guides to students' notebooks to accompany literary anthologies. We pay voluminous lip service to the importance of the resolution of cultural conflicts, but in the field of literature we have done precious little to achieve it.

I propose that the students' workbooks be composed of challenging questions with accompanying references, at least chiefly, to literary anthologies, and that the teachers' guides contain the same questions and references and additional references to carefully selected articles and books. Submission of items for the workbooks and for the guides might be open to all the users of the anthologies concerned, to be paid for on a royalty basis in proportion to their acceptance by an editorial board in charge of the project. The contributors might be promised that their names would be included in a list at the front of the volume, with detailed references after the names of each of them to the items which he had supplied.

George Yeisley Rusk
Baltimore, Md.

Mr. Rusk invites word from those interested.

Commentary

You have given the periodical dignity and variety, and made it a worthy organ of the Association. I'm particularly pleased with *From and Matthiessen* on the front page (April issue), with the discussion of "functional terminology"! Congratulations.

Emery Neff

Columbia University

I have been interested in reading the tributes to Dr. Matthiessen... We always admired his abilities and intellectual integrity even when we sometimes disagreed with him...

Francis Brown
Book Review Editor
New York Times

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